A SCHOOL COMMUNITY NEEDS ASSESSMENT OF THE ALBIA COMMUNITY SCHOOL DISTRICT

A Field Report

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by

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August 1974

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An abstract of a Field Report by
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The problem. The purpose of this study was to present an assessment of the educational needs of the Albia Community School District as viewed by parents, voters, and civic leaders in the community, thereby aiding the Board of Education, administration, and faculty in planning the curriculum, facilities, budgets, in-service, etc.

Procedure. The opinionnaire method of research was employed to determine the reactions by the parents, voters, and civic leaders. Two methods of administering the opinionnaire were used. One, a group interview technique was used with the civic groups. Secondly, a mailing technique was used to administer the opinionnaire to parents, voters, and the Chamber of Commerce. The results were analyzed by computing the average rating of each objective used in the study and arranging the objectives in order of importance according to the average rating. Thirdly, the objectives were grouped under a major heading and the ratings for the objectives were averaged. That average became the average rating for the major heading. There were sixty objectives used. They were grouped under eighteen major headings. The eighteen major objectives were ranked in order of importance according to their average ratings.

Findings. The response to the opinionnaire was good. There were 74.5 percent of the participants that returned the completed opinionnaire. The emphasis of the participants seemed to center on fine arts, use of leisure time, health and safety, and family living. The major objectives' averages ranged from 3.8 to 2.9 on a five point scale where five was the highest possible score.

Conclusions. The immediate purpose of the study was to provide a basis for the Albia Community School District to initiate long-range planning of philosophy, goals, and activities, facilities, etc. The study provided that basis by providing a summary of the ratings in order of importance as determined by the participants. The members of the school district feel that emphasis needs to be placed on the fine arts curriculum. In the opinion of the author of the study, the fine arts curriculum in this particular school district needs strengthened.

Recommendations. The results of the study should be adopted by the Board of Education and the superintendent or his appointed administrator should assume leadership for developing an executive committee of a cross-section of the community (including students) to begin a serious study of the curriculum of the Albia Community School District.

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Chapter 1

INTRODUCTION

Statement of the Problem

How can boards of education, administrators, and faculty determine if the existing educational programs being used in their schools are meeting the needs and aspirations of their community?

Rationale

In recent years, the educational system of this country has come under attack from every side including parents, students, legislators, and even educators themselves. Students cry irrelevancy and autocracy; parents complain about poor reading levels and increasing taxes; the President cuts funds to educational programs at an increasing rate; and bond issues are continuing to fail. In light of the climate of the times, it would seem that, first, it is necessary to find ways to evaluate the educational needs of the community as the community sees them. Secondly, effective and strong leadership is essential to regain the public's confidence in its educational system. Effective leadership and long-range planning can only result when the leaders are aware of the needs and desires of the people they serve.

There is an increasing desire by the layman to participate in the decisions that affect the education of his child and/or how hos tax dollar is being spent. It is important for the educational administrator to have an adequate understanding of the processes and instruments

available to him to effectively interpret public demands. He needs to know how to involve the various "publics" in defining the broad goals for the educational system. The administrator needs to organize and coordinate laymen suggestions without the professional classroom teacher feeling threatened.

The study undertaken is an attempt to provide a method of identifying local goals and objectives. It will attempt to provide research and literature that will aid the administrator in analyzing community involvement, accountability, and pitfalls to avoid. The study also will provide the leader with recommendations to be used with the results of the study. Another purpose of the study is to assist the local school district in determining if there are discrepancies between those programs now offered and those the community desires.

Questions to Be Answered

1. Does the existing educational program (grades kindergarten through twelve) meet the needs of the community?

2. Are there discrepancies between present goals and priorities being administered in the schools, and those desired by the community?

3. If discrepancies are found, which are the most important to correct?

4. What priorities need to be changed?

5. What new programs need to be added to or dropped from the curriculum, kindergarten through twelve?

Limitations of the Study

Because of the number of objectives used in the study, the alloted time for the group interview technique may not have been adequate.

The participants in the group meetings had no prior opportunity to examine the objectives.

The civic organizations were overrepresented in this study with 100 percent response. However, the author of the study feels that the community influence exerted by these groups justifies the over-representation.

The specific conclusions and recommendations can only be applied to the Albia Community School District, Albia, Iowa.

Chapter 2

REVIEW OF RESEARCH AND RELATED LITERATURE

An attempt has been made to review the literature related to planning processes, goal setting, and community involvement in the decision-making processes relating to curriculum in a local school district.

The need for decisive and effective leadership has never been greater than it is today. Hoyle and Wiley ask the question, "Has the U. S. public turned its back on what has been considered the world's greatest system of education?" They point out that voters in Ohio approved only 29 percent of local requests for additional funds during the years of 1970 and 1971.[1]

Talbot says that the schools' publics feel they are unwanted by educators who "run" the schools.[2] It is the responsibility of educators, he insists, to develop the mechanisms that will enable the people to become deeply involved with schools. The natural link between the school and the home, states Talbot, is the child; between the school and the people who don't have children, it is service.

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[1] John Hoyle and Eldon L. Wiley, "What Are the People Telling Us," Phi Delta Kappan, LIII (September, 1971), 49-50.

[2] E. Talbot, "Citizen Involvement," Educational Summary (Croft Publications, April 15, 1974), p. 4.

> What we have to do, in my opinion, is to point the way and provide the procedures whereby people can come to feel that the schools belong to them, that school is an institution whose function and destiny they can help shape. That the school is a public institution for whose success they have a major responsibility.[1]

Thompson points out that schools can no longer afford to lay out a standardized structure and standardized accountability for all students. The public is dissatisfied with that approach.[2] He goes beyond recognizing broad general goals of a community. Rather, parents, teachers, and students should develop goals for each child according to their desires, abilities, needs, etc. Median scores on standardized tests do not fit the picture in today's individualistic society. Thompson compares this with a frontier headmaster who traveled from home to home and taught the child what the parents wanted for him.

The pressing demands of the public for accountability programs or clear-cut results of educational progress is forcing professional educators to seek various approaches to meet these demands. There are many forces at work affecting the local school district's decisions, such as broadening the scope of input into public relations programs, contracting educational performance with private firms, goal setting by educators, and liberalized curriculums.

The author of this study contends that long-range planning by setting goals is the direction school districts must go. However, this is

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[1] Ibid.

[2] Scott D. Thompson, "How to Custom Cut Accountability to Fit the Needs of Students and Parents," Nation's Schools, LXXXIX (May, 1972), 45-49.

not a simple process. Problems arise such as oversensitive professional educators who sometimes are given to overreaction, owing to prior experiences where impetuous board members or pressure groups made a mess of things.

Cawelti suggests that boards of education establish a policy of setting major instructional goals on a yearly basis.[1] Many districts do this routinely and successfully according to Cawelti; many more do not, or if they have given it a try, it has been in sort of a vague, half-hearted manner that bespeaks disinterest on behalf of board members. School district goals centering on the curriculum should be ambitious but without pie-in-the-sky overtones, and always they should be representative of what the community aspires for its children.[2] He states that board members must seek opinions from taxpayers, teachers, administrators, and students in setting goals. Cawelti feels that boards of education that sincerely wish to set goals and objectives must be willing to budget money for such things as materials, inservice for teachers, evaluation, visitations and other processes necessary to carry out the plans.

Cawelti states that boards of education are to demand sound evaluation methods and insist upon completeness.[3] The tendency prevails today to emphasize only the growth that is measurable through standardized achievement tests, and he holds that this is too limited a view. Board members have every right to suggest, even to insist upon the inclusion of

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[1]Gordon Cawelti, "How to Get Your Hands on Your Districts Curriculum," American School Board Journal (May, 1974), p. 37.

[2]Ibid.

[3]Ibid., p. 38.

other alternatives that contain additional criteria for assessing achievement such as professional observations (from teachers and supervisors), student opinions, and parent opinions. In other words, expect evaluation to be time consuming and expensive and rather complex if it is to be done well.[1]

Cawelti suggests briefly some issues that are likely to concern public education during the next few years. He uses these issues as a point for boards of education to devise a list of curriculum goals.[2] They are:

1. Use of technology--A close working relationship must exist between teachers and the individuals responsible for producing programs involving television and related technological devices. A board might want to determine what goals for the following year would help their district progress toward the type of technological utilization that is desirable by, say, 1984.

2. Career education--Current thinking holds that all graduates, including those going to college, should possess a skill they can use to obtain gainful employment. Boards might well ask themselves, what is an appropriate or realistic goal(s) in career education for their district for the coming year.

3. Secondary education--During the past few years there has been a realization that high school teachers are having problems getting through to their students. The high school age group represents a

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[1] Ibid.

[2] Ibid., p. 39-40.

generation subjected to many powerful influences outside of the school environment, and the group seems to suffer from an identity problem because of the way in which our society likes to delay adulthood responsibilities for its children. A board may want to set goals of assessment of the current curriculum and the range of experiences offered to their high school students.

4. Early childhood education--Recent research has shown that certain educational environments for four-year-olds, especially youngsters from low income households, can exert considerable positive influence on the intellectual development of these children. A board may want to decide what goals they want to develop in this area of need.

5. School climate--The majority of school districts could try harder to achieve a more even balance of discipline and mutual respect and consideration for student points of view. What goals might a board consider for this area of their educational assessment?

Betty Deshler and John L. Erlich discuss citizen involvement and attempt to analyze community involvement and its effect on the professional and whose fault it is when community involvement fails.[1]

They state that school boards, administrators, teachers, parents, and students are attempting to struggle through the development of viable patterns of citizen involvement and, in some cases, control. The growing role of citizen involvement in the schools is taking many forms. We see citizen involvement in selection of principals in students attending

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[1]Betty Deshler and John L. Erlich, "Citizen Involvement: Evolution in the Revolution," Phi Delta Kappan (November, 1972), p. 173.

school board meetings and by homework policies being decided by parents in cooperation with the school and in other examples of community involvement.

The movement for citizen involvement in school decisions has not been limited to the militancy of the urban communities, but is spreading rapidly in medium-size and smaller districts according to Deshler and Erlich.[1]

Deshler and Erlich contend that the public schools have come almost full circle in citizen involvement. Originally, the public schools were extensions of education in the home, clearly organized through grass roots efforts. In the early days the community took a lively interest in determining programs, hiring teachers, and establishing ways and means for supporting the schools. As the schools expanded in number and size, boards of education were elected or appointed to coordinate and manage school affairs. With the increasing professionalization of American education, governance passed into the hands of professional administrators. As David Rogers has demonstrated so effectively, these "captains" of education became, like their corporate counterparts, increasingly unresponsive to the needs and aspirations of the various communities within the systems.[2]

Deshler and Erlich point out that public schools have been reactors; they have followed the patterns of community change and served

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[1]Ibid., p. 173.

[2]David Rogers, 110 Livingston Street (New York: Random House, 1968), cited by Betty Dreshler and John L. Erlich, "Citizen Involvement: Evolution in the Revolution," Phi Delta Kappan (November, 1972), p. 173.

as something of a stabilizing element. Seldom, if ever, have they led community change efforts. Until recently they have not had to worry very much about their survival as organizations.

Donald Willower says that a school's public relations are also affected by feelings of vulnerability.[1] Teachers often place high value on the support of their colleagues and the principal in encounters with students or parents. Pupil control becomes all-important. Considering the schools' internal emphasis on management and pupil control, it appears that rewards are elicited by teacher persistence and stability, not by creativity and change. Given the present school milieu and the apparent failure of most schools to fulfill parent and student expectations, it is little wonder that communities have desired to become involved in the schools.

Writing about school and community relations, Mario Fantini says:

> Participation by the clients of the city public schools--the parents and community residents; in other cases, the students themselves--represent the emergence of two important publics that separately or together wield an enormous amount of energy. This energy can combine with that of the professional to bring about needed fundamental reform of our urban schools . . . for basic changes are not likely without the support of parents, community residents, and students.[2]

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[1]Donald J. Willower, "Educational Policy and Schools as Organizations," The Educational Forum (January, 1971), pp. 209-210, cited by Betty Deshler and John L. Erlich, "Citizen Involvement: Evolution in the Revolution," Phi Delta Kappan (November, 1972), p. 174.

[2]Mario D. Fantini, "Participation, Decentralization, and Community Control," National Elementary Principal (April, 1969), p. 25, cited by Betty Dreshler and John L. Erlich, "Citizen Involvement: Evolution in the Revolution," Phi Delta Kappan (November, 1972), p. 174.

Fantini advocates the following principle to support the idea of quality education in an open society.[1]

1. Public accountability and control of education--Public schools must truly belong to the citizens. The people determine policies and objectives, and the professionals implement them. Therefore, the public has the right to question and participate in the evaluation of performance. An interesting aspect of citizen participation could be new learning by parents and students--learning that could be incorporated into their various roles. Likewise, working on an equal basis with others in their community will bring new understanding to many schoolmen.

2. Importance of process--People are no longer willing to be receivers of things done to or for them; rather they are seeking self-determination and a control over their destinies. Being able to participate in the process of decision-making on issues relating directly to one's life affects the motivation that is basic to achievement.

3. Expectancy--For too long disadvantaged children were expected to be failures, especially in the ghetto areas. As parents and citizens participate in reform, they are developing a climate of high expectations, improved self-assurance and achievement should result.

4. Socialization--A child's family, peer group, and schools are the major factors in the development of his socialization process. Tension among these factors is going to affect the process adversely; but when the three share perspectives and send a unified message to the child, the child will benefit and bloom.

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[1]Ibid., pp. 25-26.

Deshler and Erlich caution that power through participation, as Charles Levy has indicated, may be "more a moral than a true victory; more a myth than reality, at least when it comes to fundamental and enduring institutional changes."[1] Participation can very easily be phony. Real, lasting, pervasive power must reside in effective collaboration between the community, including students, and the school in all decision-making processes.[2]

Educational assessment and evaluation of educational programs are essential, in the opinion of the author of this study. However, the accountability pressure from the various publics concerning assessment raises some questions. Teachers and administrators are asking some questions of their own. These questions center around the extent of responsibility, the responsibility of the board and public to provide adequately for teaching and administering the schools, the means and methods of accountability and the extent of accountability.

The National Education Association's Instruction and Professional Development Committee developed a package suggesting concerns to be considered when assessing learning outcome. The first concern listed by the Committee was: Educational goals and objectives should be established and made public at both local and state levels, and adequate funds should be made available to realize these goals.[3]

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[1]Charles S. Levy, "Power Through Participation: The Royal Road to Social Change," Social Work (July, 1970), pp. 105-108, cited by Betty Deshler and John L. Erlich, Citizen Involvement: Evolution in the Revolution," Phi Delta Kappan (November, 1972), p. 175.

[2]Ibid.

[3]"Accountability: Who Is Accountable for What?" Sounding Board, XIV (April, 1973), 6.

Barrows summarized the position of teachers: Each participant in the educational process should be held responsible only for those educational outcomes that he can affect by his actions or decisions and only to the extent he can affect them.[1]

Long-term planning and goal setting calls for an identification of roles, determination of who is allowed input and determining who will be responsible for what. This becomes an accountability factor. A guide for teachers promoting reasonable accountability was proposed by the Association of Classroom Teachers:

1. They should ensure that the responsibility of various groups--boards of education, administrators, teachers, parents, and students--is identified so that accountability can be appropriately assessed.

2. If accountability measures are to be adopted, teachers can work to have them take the form of State Department regulation.

3. They can attempt to expose the ulterior motives often hidden beneath the cloak of accountability; coercion, control, and budget slashing.

4. The united teaching profession can work to prevent public thinking on education from becoming polarized.

5. Teachers should strive to be recognized and accepted as the source of authority and decision-making in curriculum and instruction.

6. Teachers, through their association, can take appropriate collective action in response to the implementation of ill-advised

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[1]Stephen M. Barro, An Approach to Developing Accountability Measures for the Public Schools," Phi Delta Kappan, LII (December, 1970), 199.

accountability measures.[1]

The development of goals, both short and long term, by a cross-section of those affecting and affected by the educational process is an approach to improving school-community relations. In many instances goals of education have been developed, but in most cases these goals were developed by professionals, or at best by board members and staff members of the local school district. In the research review there were very few instances in which the community in general had been used to determine educational goals or priorities. In Skokie, Illinois, after the first year of operation with a PPBS model, a district-wide goals committee was created that included community leaders, parents, teachers, students, and board members.[2]

Moore indicated the need for community involvement when he stated, ". . . the leadership was faulty, unimaginative, and grossly out of tune with the hopes and desires of a community."[3] Owens was more succinct when he said, "Like all other organizations, the school exists primarily to attain a set of goals."[4]

How does one develop goals? What methods of goal development are available? Goal statements and objectives were examined. A comprehensive

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[1]"Teachers Can Help Promote Reasonable Accountability," Sounding Board, XIV (April, 1973), 1.

[2]Wesley Gibbs, Gustave Rath, and Arthur Kent, "PPBS: What We've Learned in One Year," Nation's Schools, LXXXIV (November, 1969), 43.

[3]Hollis A. Moore, Jr., "The Ferment in School Administration," Behavioral Science and Educational Administration, Sixty-third Yearbook of the Study of Education, Part II, ed. Daniel E. Griffith (Chicago: University of Chicago Press, 1964), p. 16.

[4]Robert G. Owens, Organizational Behavior in Schools (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 61.

study of goals was prepared by the Cooperative Accountability Project, Denver, Colorado.[1] This study collected and classified goals of education from thirty-five states. These goals should only be used as a guide or an aid to local goal development. A list of goals such as this should not be adopted by a local district, because they would not reflect the priorities of that school district.

The Cooperative Accountability Project recognizes that goals, when developed through the cooperation of educators and citizens, first serve to communicate clearly the responsibilities and purposes of education. These broad purposes, when further translated into performance objectives, are the standards against which the present status of educational needs can be determined.[2]

Weaver offers some thoughts on planning and goal setting.[3] Weaver contends that short-term rather than long-term planning of educational matters and policies dominate educational thinking. The time lag between initial policy decision and measurable impact is very long; that is, investments in education are not recognized in the short run. Furthermore, during the time interval between policy decisions and observable impact, social conditions influencing schools will change.

Weaver says that educational thinking must take into account more of the future than is now typical. Alternative plans, policies, and

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[1] Alan Zimmerman, Education in Focus: A Collection of State Goals for Elementary and Secondary Education (Denver: Cooperative Accountability Project, 1972).

[2] Ibid.

[3] W. Timothy Weaver, "The Delphi Forecasting Method," Phi Delta Kappan, LII (January, 1971), 267.

research programs must be assessed in relation to the most systematic conjectures that can be developed about the future environment in which schools can be expected to exist. Also, factors that are viewed as decisive in the current state of affairs may well not be the most significant to consider for the long-term commitment of educational resources or in shaping educational plans and policies. It follows that educational planning and policy decisions must incorporate the use of forecasting tools whose purpose it would be to continually conduct and assess studies of the future.[1]

The Delphi Technique offers some possibilities in community goal development. As defined by Weaver, the Delphi Technique is "an intuitive methodology for organizing and sharing 'expert' forecasts about the future."[2]

Delphi operates on the principle that several heads are better than one in making subjective conjectures about the future and that experts will make conjectures based upon rational judgment and shared information rather than merely guessing and will separate hope from likelihood in the process.[3]

According to Weaver, the Delphi Technique has been used to forecast what the participants would like to see happen in the future rather than what is likely to happen. In its purest form, the Delphi Technique was intended to make forecasts about what will happen in education rather than as it is currently being used.

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[1] Ibid.

[2] Ibid.

[3] Ibid., p. 268.

There have been other forecasting tools developed such as the Ghetto 1984 game developed by Jose Villigous at Cornell University.[1] This is a simulation exercise, which links together in a logical flow of activities the basic principles of Delphi, and was developed by Sandow.[2]

The Delphi Technique normally uses only professional participants. A study is currently being conducted in the West Des Moines School District in Des Moines, Iowa, using this technique with non-professionals as well as professionals in the development of goals.[3]

Lopez claims that goal setting is the foundation of any type of accountability program.[4] He offers the Charter of Accountability Method of goal development and implementation. The clearer the idea the district has of what it wants to accomplish, the greater the chance of accomplishing it. The Charter of Accountability Method was originally developed by the Grounds Systems Group of the Hughes Aircraft Company.

The Charter of Accountability Method generally operates as follows: A central committee or council comprised of key members of the school system, school board members, management, teachers, parents, and

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[1]T. C. Pfeffer, "Preliminary Draft Essays and Discussion Papers on a Conceptual Approach to Designing Simulation Gaming Exercises" (Syracuse University Research Corporation, October, 1968), cited by W. Timothy Weaver, "The Delphi Forecasting Method," Phi Delta Kappan, LII (January, 1971), 271.

[2]S. Sandow, "The Pedagogical Structure of Methods for Thinking About the Future: The Citizens' Function in Planning" (Syracuse University Research Corporation, August, 1970), cited by W. Timothy Weaver, "The Delphi Forecasting Method," Phi Delta Kappan, LII (January, 1971), 271.

[3]Claude Richard Snell, "Community Based Goals of Education by Use of the Delphi Technique" (unpublished thesis, Drake University, May, 1974).

[4]Felix M. Lopez, "Accountability in Education," Phi Delta Kappan, LII (December, 1970), p. 270.

community groups would meet to define the broad purposes of the school system. While the purposes might seem obvious, in practice they are difficult to articulate. Defining them serves the larger purpose of clarifying thinking about the realistic aims of a school system. The purposes dileneated by this council are then discussed widely in the community. In particular, they serve to determine the major areas of concern of the school system that have been assigned to it by the community.[1]

It would seem that before any accountability systems are implemented or citizen involvement takes place, the leadership of the school district (the school managers) must know the direction they want to go. Leadership is a necessary force in the implementation of community-based goals and long-range planning.

The Management by Objectives (MBO) approach offers a concept of goal setting at the management level.[2] The term "management by objectives" was first used by Peter Drucker in his book Practice of Management in 1954. In the words of George Odioine:

> When we manage by objectives, we mean simply that we fix our ultimate purpose in mind before we start our journey. This objective then becomes a target, a goal, a desired outcome, and along the route becomes a criterion for measuring progress. Finally, when we have spent our time and energies, we are able to

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[1] Ibid., p. 273.

[2] Edwin A. Read, "Accountability and Management by Objectives," National Association of Secondary School Principals, No. 380, March, 1974, p. 1.

evaluate the degree of success by measuring it against this objective.[1]

In the discussion of goal development and its related topics it is interesting to note what effect the increasing power of teachers will have on school organization. What role will collective bargaining play in the development of curriculum and subsequently its control? Murphy and Hoover reflect on this growing aspect of education.[2] There is reason to believe, according to Murphy and Hoover, that organizational restructuring will continue to be the major focus of teacher militancy. They say that teachers see themselves as professionals rather than employees. Also, professional norms stress that decisions concerning pupils well-being must be left to the teacher; as a result, teachers seek to minimize the instructional decision roles of parents, administrators, and school boards alike.

Instead of allowing themselves to be controlled by administrators, teachers have preferred to establish bureaucratic rules, embedded in written contracts, to control their behavior. Thus, goals tend to disappear, with rules becoming more important as ends than as means to ends.[3]

The use of the community survey to determine educational goals will be used more and more because of the accountability demands and the

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[1] George S. Odioine, "Management Decisions by Objectives (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1969), cited by Edwin A. Read, "Accountability and Management by Objectives," National Association of Secondary School Principals, No. 380, March, 1974, p. 1.

[2] "Teacher Power Is Leading to a Crisis in School Organization," Educational Summary (Croft Publications, May, 1974), p. 3.

[3] Ibid.

demands by the public for a voice in the decisions affecting the education of the children of their community.

Why isn't community surveying used more by educators? Peach points out that educators hesitate to plunge into community surveying in fear of one of two results: (1) If things are going badly and people already are in an uproar, who wants to add more fuel or fan the flames? or (2) If things seem to be humming along smoothly in a district, why take the chance of stirring up the pot? Both reasons may seem valid, but in reality they are excuses. If the schools are already having image trouble it is best to get moving and find out what it is that concerns the constituents. If, however, nobody is complaining about anything, chances are good that the school leaders have been sitting smack on their laurels doing things the way they have always been done with the result that both the children and the community are being short-changed educationally. A full-scale sample survey using local personnel also provides an opportunity to develop some *espirit de corps* within the community.[1]

A survey must include a valid random sample--a sample carefully created to minimize bias. Surveying parents only, for example, promises findings with built-in bias, as would only surveying those sixty years old or older. The broader the base for the sample, the better the chances of obtaining a cross-section of the community. The interview technique offers the advantage of the direct contact with the public that cannot be obtained with the by-mail survey.

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[1] Larry Peach, "How to Take an Honest District Survey," *The American School Board Journal*, CLIX, No. 12 (June, 1972), 29-30.

Attitude sampling by questionnaire or by personal interview are two means of seeking community feelings.[1] The techniques of developing, administering, and analyzing these two instruments are not so well known. Also, readability of the items being rated and return percentages are major considerations in a survey design. Analysis of response by age, marital status, number of children in school, employment, income, and education are seen by Hoyle and Wiley as worthy considerations.[2]

Berdie points out that to know the wishes of the community more precisely, note responses by specific age and education level.[3] He also indicates that utmost discretion must be exercised when asking questions concerning income, religious affiliation, and other personal information.

Berdie also adds that the following can aid in conducting a survey:

1. Give it plenty of publicity early.
2. Involve the community through committees, etc. to interpret the results.
3. The results represent voluntary public opinion and can be used by the educational institution to develop a specific plan of action.[4]

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[1] John R. Hoyle and Eldon L. Wiley, "What Are the People Telling Us?" Phi Delta Kappan, LIII, No. 1 (September, 1971), 49-50.

[2] Ibid.

[3] S. Berdie, "To Rile the Community Ask Questions Like These," American School Board Journal (June, 1970), p. 28.

[4] Ibid.

Chapter 3

PROCEDURES

Design of the Study

Permission to conduct the study was obtained from the Board of Education and Superintendent of the Albia Community School District.

Two hundred names were selected to participate in a needs assessment of the Albia Community School District. The participants were selected from three populations: (1) parents of children presently in school (kindergarten through twelve), (2) voters in the 1972 general election, and (3) four civic organizations.

A survey was conducted. Group interviews were administered to each civic organization except the Chamber of Commerce. The Chamber of Commerce, the eligible voters, and the parents selected were contacted by mail.

A set of sixty educational objectives were rated by each of the selected participants. The educational objectives were obtained from nationally recognized sources such as accrediting agencies, curriculum guides, and standardized tests.

The rated objectives were collected and tabulated. The objectives were placed in order of importance according to their average rating. The results will be used by the Albia district to determine the curriculum of its schools.

The populations drawn from the three rural communities that make up the local school district were selected to obtain a cross-section of

those people that influence the educational system through direct or indirect means.

The individuals used in the sample were selected by the following method: (1) The total number of potential participants in each population was divided by the number of responses desired from that population; (2) that number was then used to select every (Nth) name from each population.

The voter population was obtained by going through the voting records from the last general election in the county and determining the total number of voters that participated in that election. The addresses of the selected names were obtained from the telephone book and other public records. A mailing was used to contact the voter participants.

The parent population (presently having children enrolled in grades kindergarten through twelve) was selected by obtaining all the class rolls and registration cards. Care was taken to avoid duplication of names of parents having children in different grade levels and therefore creating the possibility of having their name on more than one class roll. A mailing was used to contact the selected parents.

Each civic organization's participants in the study were determined by obtaining the membership rolls to discover the number of potential participants in each organization. However, the actual contact method involved administering the opinionnaire to all members present at a group interview meeting. The interview meeting was a regularly scheduled meeting of each civic group. An appointment with the organization president prior to the scheduled meeting confirmed the group interview date.

The only exception to the above approach was the Chamber of Commerce. The Chamber of Commerce meets monthly by committees and meets only twice a year as a full organization. Therefore, a mailing was used with this organizational group using the same formula as above for selecting the number used to obtain the raters.

A packet was given to each member of the civic group that was present at the scheduled group interview. All of the members present did participate in the interview, with a selected sample of each group actually used in the final tabulation, based on the formula devised for this study. A packet was mailed to those selected participants representative of the eligible voters, and the parents who now have children in school.

Each packet contained a letter of introduction explaining the purpose of the study and the official sanction of the school district to conduct the study. Secondly, a set of instructions was included explaining the procedure to be followed. Thirdly, a set of sixty objectives was included in the packet. Finally, included in the packet was a stamped return envelope, a three-by-five blank card, and five marked envelopes. The blank card was used by the participant to add any objectives that he felt were significant, but were not included in the set of sixty objectives given to him. The five marked envelopes were used to place the rated objectives into categories as follows: envelope number (1) unimportant, irrelevant; number (2) marginally important; number (3) average importance; number (4) moderately important; and number (5) most important.

The participants or raters were asked to look through all cards and find a minimum of five objectives for each of the five categories of

importance. After the raters placed the objectives in the five envelopes, they were to be sealed and placed in the return envelopes and mailed back to the author of the study.

After administering the opinionnaire to all members present at each civic organization meeting, the total membership number of each organization was divided by the number of responses needed and that answer was used to select only those responses needed for the study.

After the names to be used as participants were determined from each population, they were screened to remove any duplication. If a name appeared in more than one population, it was removed from one of the populations and the next name from the roster of that population was selected.

Table 1 illustrates the percentage of responses obtained for each sample used in the study. The table also shows the weighted percentage assigned to each group and the number of responses desired.

Table 1

Responses to the Opinionnaire of the Albia Community, Spring, 1974

Sample population	Weighted percent	Responses desired	Number respond.	Percent of response
Voters in the 1972 Monroe County general election	20	40	24	60
Parents that presently have children in school	40	80	53	66.3
Chamber of Commerce	10	20	12	60
Lions Club	10	20	20	100
Rotary Club	10	20	20	100
Women's Club	10	20	20	100
Total	100	200	149	74.5

Chapter 4

INSTRUMENTATIONS AND RESULTS

Instrumentation

The formula for selecting the participants (raters) was explained in the general design. The number of subjects selected for this study was arbitrarily assigned by the author of the study. The justification for this number was that this would give an adequate cross-section of the community. Also, it would be a workable number to formulate the results.

The format or order of presentation was determined by following the model, Evaluation Workshop I, developed at the center for the study of evaluation at the University of California at Los Angeles.[1] The objectives selected for this study were obtained from the Phi Delta Kappan.[2] The objectives were gathered for the Phi Delta Kappa goals assessment program and recognized by that group as generally accepted goals of education across the nation.

The results were tabulated by listing each objective on a chart and then tabulating the objectives in each packet according to the envelope number in which it was found. An example: envelope number 5

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[1]Stephen P. Klein, Evaluation Workshop I, An Orientation, Center for the Study of Evaluation, University of California at Los Angeles (Monterey: LTB/McGraw Hill, 1971).

[2]Harold Spears, "Kappans Ponder the Goals of Education," Phi Delta Kappan, LV (September, 1973), 29-32.

included statement number one.

Statement of objective	Rating
Develop ability to communicate	5

Results

After the sixty statements of objectives were placed on the chart and the one hundred forty-nine packets returned (each contained five envelopes with the objectives) and tabulated, a summary total and average rating was computed for each objective. The average rating for each objective was obtained by dividing the total number of ratings for each objective by the number of times it was rated. Table 2 illustrates the average rating of each objective on a one-to-five scale with one representing the lowest and five the highest rating. Table 2 shows the statement of objective and its corresponding number that was assigned for the study. This table does not attempt to show any order of importance of objectives, but only the numerical order of objectives with its average rating.

Following the summary of the objective statement and its average rating, Table 3 was formed which listed each objective, its number and its average rating. Table 3 differed from the first in that the statements of objectives were listed in order of their average rating from high to low.

The objectives were then grouped under eighteen major objectives. The grouping procedure followed the example used in the Phi Delta Kappan model.[1]

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[1] Ibid.

Table 2

The Average Rating of the Sixty Objectives Stated in Numerical Order, Albia Community, Spring, 1974

Objective number	Statement of objective	Rating (1-5)
1.	Develop ability to communicate ideas and feelings effectively	2.2
2.	Develop a feeling of student pride in his achievements and progress	2.3
3.	Develop the student's feelings of positive self-worth, security, and self-assurance	2.3
4.	Develop the student's capacity to discipline himself to work, study, and play constructively	2.3
5.	Develop skills in oral and written English	2.7
6.	Develop self-understanding and self-awareness	2.8
7.	Develop moral responsibility and a sound ethical and moral behavior	2.2
8.	Develop a moral and ethical sense of values, goals, and processes of free society	2.6
9.	Develop ability to use scientific methods	3.0
10.	Develop skills to think and proceed logically	2.7
11.	Develop a fund of information and concepts	2.5
12.	Develop an awareness of civic rights and responsibilities	2.8
13.	Develop reasoning abilities	2.3
14.	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences	2.5
15.	Develop special interests and abilities	2.1
16.	Develop attitudes for productive citizenship in a democracy	2.9
17.	Develop standards of personal character and ideas	2.8
18.	Develop a positive attitude toward learning	1.1
19.	Develop appreciation and respect for the worth and dignity of individuals	2.2
20.	Develop a cooperative attitude toward living and working with others	2.7

Table 2 (continued)

Objective number	Statement of objective	Rating (1-5)
21.	Develop intellectual curiosity and eagerness for lifelong learning	2.6
22.	Develop a positive attitude toward continuing independent education	2.7
23.	Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions	2.7
24.	Develop ability to examine constructively and creatively	2.7
25.	Develop the ability to use information and counseling services related to the selection of a job	2.1
26.	Develop an understanding of economic principles and responsibilities	2.1
27.	Develop skills in management of natural and human resources and man's environment	2.9
28.	Develop an understanding of good physical health and well-being	2.8
29.	Develop knowledge of specific information about a particular vocation	3.3
30.	Develop ability and understanding in personal buying, selling, and investment	3.2
31.	Establish an effective individual physical fitness program	3.5
32.	Establish sound personal health habits and information	2.7
33.	Develop an attitude of respect for personal and public property	2.2
34.	Develop ability to adjust to a changing world and its problems	2.8
35.	Develop loyalty to American democratic ideals	2.9
36.	Develop knowledge and appreciation of the rights and privileges in our democracy	2.4
37.	Develop an understanding of the obligations and responsibilities of citizenship	2.3

Table 2 (continued)

Objective number	Statement of objective	Rating (1-5)
38.	Develop understanding of the past, identify with the present, and ability to meet with the future	2.7
39.	Develop patriotism and loyalty to ideas of democracy	2.9
40.	Develop an understanding of our American heritage	3.0
41.	Develop a concern for public health and safety	3.2
42.	Develop an awareness of opportunities and requirements related to a specific field of work	3.4
43.	Develop ability to use leisure time productively	3.5
44.	Develop appreciation and interests which will lead to wise and enjoyable use of leisure time	3.7
45.	Develop abilities and skills needed for immediate employment	2.1
46.	Develop an appreciation of good workmanship	2.5
47.	Develop a positive attitude toward participation in a range of leisure-time activities--physical, intellectual, and creative	3.7
48.	Develop abilities for effective expression of ideas and cultural appreciation (fine arts)	3.8
49.	Cultivate appreciation for beauty in various forms	3.9
50.	Develop special talents in music, art, literature, and foreign languages	3.8
51.	Develop creative self-expression through various media (art, music, writing, etc.)	3.6
52.	Develop ability to adjust to the changing demands of society	3.0
53.	Develop an appreciation for and an understanding of other people and other cultures	3.2
54.	Develop awareness of the interdependence of races, creeds, nations, and cultures	3.3
55.	Develop understanding and appreciation of the principles of living in the family group	3.0
56.	Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them	2.8
57.	Develop an understanding of political, economic, and social patterns of the rest of the world	3.1

Table 2 (continued)

Objective number	Statement of objective	Rating (1-5)
58.	Develop an awareness of the processes of group relationships	3.3
59.	Develop attitudes leading to acceptance of responsibilities as family members	2.8
60.	Promote self-understanding and self-direction in relation to students' occupational interests	2.7

Table 3

The Statement of Objective in Order of Importance According to Its Average Rating, Albia Community, Spring, 1974

Objective number	Statement of objective	Rating Average (1-5)
49.	Cultivate appreciation for beauty in various forms	3.9
50.	Develop special talents in music, art, literature, and foreign languages	3.8
48.	Develop abilities for effective expression of ideas and cultural appreciation (fine arts)	3.8
47.	Develop a positive attitude toward participation in a range of leisure-time activities--physical, intellectual, and creative	3.7
44.	Develop appreciation and interests which will lead to wise and enjoyable use of leisure time	3.7
51.	Develop creative self-expression through various media (art, music, writing, etc.)	3.6
43.	Develop ability to use leisure time productively	3.5
31.	Establish an effective individual physical fitness program	3.5
42.	Develop an awareness of opportunities and requirements related to a specific field of work	3.4
29.	Develop a knowledge of specific information about a particular vocation	3.3
54.	Develop awareness of the interdependence of races, creeds, nations, and cultures	3.3
58.	Develop an awareness of the processes of group relationships	3.3
41.	Develop a concern for public health and safety	3.2
30.	Develop ability and understanding in personal buying, selling, and investment	3.2
53.	Develop an appreciation for and an understanding of other people and other cultures	3.2
57.	Develop an understanding of political, economic, and social patterns of the rest of the world	3.1
52.	Develop ability to adjust to the changing demands of society	3.0
55.	Develop understanding and appreciation of the principles of living in the family group	3.0

Table 3 (continued)

Objective number	Statement of objective	Rating Average (1-5)
40.	Develop an understanding of our American heritage	3.0
9.	Develop ability to use scientific methods	3.0
27.	Develop skills in management of natural and human resources and man's environment	3.9
35.	Develop loyalty to American democratic ideals	2.9
39.	Develop patriotism and loyalty to democracy	2.9
16.	Develop attitudes for productive citizenship in a democracy	2.9
28.	Develop an understanding of good physical health and well-being	2.8
59.	Develop attitudes leading to acceptance of responsibilities as family members	2.8
56.	Develop an awareness of future family responsibilities and achievement in preparing to accept them	2.8
52.	Develop ability to adjust to a changing world and its problems	2.8
12.	Develop an awareness of civic rights and responsibilities	2.8
6.	Develop self-understanding and self-awareness	2.8
17.	Develop standards of personal character and ideas	2.8
32.	Establish sound personal health habits and information	2.7
60.	Promote self-understanding and self-direction in relation to students' occupational interests	2.7
38.	Develop understanding of the past, identify with the present and ability to meet the future	2.7
10.	Develop skills to think and proceed logically	2.7
22.	Develop a positive attitude toward continuing independent education	2.7
23.	Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions	2.7
20.	Develop a cooperative attitude toward living and working with others	2.7

Table 3 (continued)

Objective number	Statement of objective	Rating Average (1-5)
24.	Develop ability to examine constructively and creatively	2.7
5.	Develop skills in oral and written English	2.7
21.	Develop intellectual curiosity and eagerness for lifelong learning	2.6
8.	Develop a moral and ethical sense of values, goals, and processes of free society	2.6
14.	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences	2.5
11.	Develop a fund of information and concepts	2.5
46.	Develop an appreciation of good workmanship	2.5
36.	Develop knowledge and appreciation of the rights and privileges in our democracy	2.4
2.	Develop a feeling of student pride in his achievements and progress	2.3
4.	Develop the student's capacity to discipline himself to work, study, and play constructively	2.3
13.	Develop reasoning abilities	2.3
37.	Develop an understanding of the obligations and responsibilities of citizenship	2.3
3.	Develop the student's feelings of positive self-worth, security, and self-assurance	2.3
1.	Develop ability to communicate ideas and feelings effectively	2.2
7.	Develop moral responsibility and a sound ethical and moral behavior	2.2
19.	Develop appreciation and respect for the worth and dignity of individuals	2.2
33.	Develop an attitude of respect for personal and public property	2.2
15.	Develop special interests and abilities	2.1
25.	Develop the ability to use information and counseling services related to the selection of a job	2.1

Table 3 (continued)

Objective number	Statement of objective	Rating Average (1-5)
26.	Develop an understanding of economic principles and responsibilities	2.1
45.	Develop abilities and skills needed for immediate employment	2.1
18.	Develop a positive attitude toward learning	1.1

The ratings of each of the sub-objectives were averaged, and that average became the rating for the major objective. The major objectives and their ratings are listed in Table 4 in order of importance with that having the highest average rating first.

Each rater could add an objective that he felt was important, but was not included in the sixty objectives given to him on a three-by-five card included in his packet. The following objectives and/or opinions were returned by the raters. They are not in any order of importance, but are listed in chronological order of return.

1. Awareness and respect of the students toward teacher, parents, and others in authority.

2. Urge teachers to develop a more honest rapport with their students.

3. Encourage students to be more involved in national events.

4. Instill ideas of one's own potential being limitless.

5. Develop pride in your workmanship.

6. Develop an understanding of the effects of your actions on others.

7. Develop the ability to set priorities in your personal life.

8. To develop the knowledge of life's pattern--birth, adolescent, adult and death, and the characteristics of each stage.

9. Return to the basic fundamentals of learning.

10. The importance of at least trying to practice the "Golden Rule" in our dealings with others.

11. The need for the practice of common sense in everything we do.

12. Develop a sincere respect for the feelings of others.

Table 4

Major Objectives and Sub-objectives Listed in Order of Importance, Albia Community, Spring, 1974

Objective number	Statement of objective	Average rate (1-5)
1.	Appreciate culture and beauty in the world a. Develop abilities for effective expression of ideas and cultural appreciation (fine arts) b. Cultivate appreciation for beauty in various forms c. Develop creative self-expression through various media (art, music, writing, etc.) d. Develop special talents in music, art, literature, and foreign languages	3.8
2.	Learn how to use leisure time a. Develop ability to use leisure time productively b. Develop a positive attitude toward participation, in a range of leisure-time activities--physical, intellectual, and creative c. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time	3.6
3.	Learn how to respect and get along with people who think, dress, and act differently a. Develop an appreciation for and an understanding of other people and other cultures b. Develop an understanding of political, economic, and social patterns of the rest of the world c. Develop awareness of the interdependence of races, creeds, nations, and cultures d. Develop an awareness of the processes of group relationships	3.2
4.	Practice and understand the ideas of health and safety a. Establish an effective individual physical fitness program b. Develop an understanding of good physical health and well-being c. Establish sound personal health habits and information d. Develop a concern for public health and safety	3.1
5.	Understand and practice the skills of family living a. Develop understanding and appreciation of the principles of living in the family group b. Develop attitudes leading to acceptance of responsibilities as family members c. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them	2.9

Table 4 (continued)

Objective number	Statement of objective	Average rate (1-5)
6.	Learn how to examine and use information a. Develop ability to examine constructively and creatively b. Develop ability to use scientific methods c. Develop reasoning abilities d. Develop skills to think and proceed logically	2.8
7.	Learn about and try to understand the changes that take place in the world a. Develop ability to adjust to the changing demands of society b. Develop an awareness and the ability to adjust to a changing world and its problems c. Develop understanding of the past, identify with the present, and ability to meet the future	2.8
8.	Understand and practice democratic ideas and ideals a. Develop loyalty to American democratic ideals b. Develop patriotism and loyalty to ideas of democracy c. Develop knowledge and appreciation of the rights and privileges in our democracy d. Develop an understanding of our American heritage	2.8
9.	Gain a general education a. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences b. Develop a fund of information and concepts c. Develop special interests and abilities	2.7
10.	Gain information needed to make job selections a. Promote self-understanding and self-direction in relation to students' occupational interests b. Develop the ability to use information and counseling services related to the selection of a job c. Develop a knowledge of specific information about a particular vocation	2.7
11.	Learn how to be a good manager of money, property, and resources a. Develop an understanding of economic principles and responsibilities b. Develop ability and understanding in personal buying, selling, and investment c. Develop skills in management of natural and human resources and man's environment	2.7

Table 4 (continued)

Objective number	Statement of objective	Average rate (1-5)
12.	Develop skills to enter a specific field of work a. Develop abilities and skills needed for immediate employment b. Develop an awareness of opportunities and requirements related to a specific field of work c. Develop an appreciation of good workmanship	2.7
13.	Learn how to be a good citizen a. Develop an awareness of civic rights and responsibilities b. Develop attitudes for productive citizenship in a democracy c. Develop an attitude of respect for personal and public property d. Develop an understanding of the obligations and responsibilities of citizenship	2.6
14.	Develop skills in reading, writing, speaking, and listening a. Develop ability to communicate ideas and feelings effectively b. Develop skills in oral and written English	2.5
15.	Develop pride in work and a feeling of self-worth a. Develop a feeling of student pride in his achievements and progress b. Develop self-understanding and self-awareness c. Develop the student's feeling of positive self-worth, security, and self-assurance	2.5
16.	Develop good character and self-respect a. Develop moral responsibility and a sound ethical and moral behavior b. Develop the student's capacity to discipline himself to work, study, and play constructively c. Develop a moral and ethical sense of values, goals, and processes of free society d. Develop standards of personal character and ideas	2.5
17.	Learn to respect and get along with people with whom we work and live a. Develop appreciation and respect for the worth and dignity of individuals b. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions c. Develop a cooperative attitude toward living and working with others	2.3

Table 4 (continued)

Objective number	Statement of objective	Average rate (1-5)
18.	Develop a desire for learning now and in the future a. Develop intellectual curiosity and eagerness for lifelong learning b. Develop a positive attitude toward learning c. Develop a positive attitude toward continuing independent education	2.2

13. Understanding of basic math and phonics.

14. Develop the ideas for the need for order in all things.

15. The emphasis of education should first be placed upon the student's own self-awareness and self-worth.

16. Select teachers who accept the responsibilities of being good teachers and who do not blame the failure of students on the students.

17. The importance of "I" in student communication. Also, the use of "I" allows for a "real" feeling of self-identity in establishing reasoning, ideas, and opinions.

Chapter 5

SUMMARY AND CONCLUSIONS

Summary

The number of participants (raters) that responded to the study was better than anticipated. The total percentage of responses was 74.5. Two hundred responses were sought for the study and 149 were obtained. The number of potential participants was 6,460.

The participants in the study were selected with the following formula. The total number of responses desired was two hundred. Two hundred was multiplied by the percentage assigned to each population. That answer was the number of responses needed for that particular sample.

To find the number used in the selection process, the number of potential raters was divided by the number of raters needed for the study. That number became the number used to select each name used in the study.

The following is a brief summary of the selection process and responses received for each group.

Voters of the 1972 Monroe County general election. There were 4,246 registered voters in the 1972 general election. The sample was assigned 20 percent and forty responses were sought. Every one hundred sixth name was selected from the poll books. Twenty-four responded from the mailing. This was a 60 percent response.

Parents having children presently in school. There were 1,939 children enrolled in school. The parents were assigned 40 percent and eighty responses were sought. Every twenty-fourth name was selected from the class lists and registration cards (grades kindergarten through twelve). Duplications of names were removed (parents having more than one child in school). Fifty-three parents responded to the mailing. This was a 66.3 percent response.

Civic organizations. There were four groups that fit into this population. They were each assigned 10 percent or a total of 40 percent for civic organizations. The four groups participating were Lions Club, Rotary Club, Women's Club, and the Chamber of Commerce. Each of these groups participated in the group interview technique, the only exception being the Chamber of Commerce. The three groups participating in the group interview had a 100 percent response. A total of sixty responses was sought from three organizations. Twenty responses out of a potential 112 were sought. Every fifth name was selected. Twelve members (60 percent) of this group responded.

The rating averages were computed by dividing the total weighted value of the responses for each objective by the number of responses. The ratings are based on one being the low and five the high. The objectives were all recognized by the author of the study as worthy of being taught in schools.

The individual objectives were grouped into major headings or objectives by combining those individual objectives that were more nearly alike in purpose. The individual ratings of those objectives grouped

under the major objective were averaged. That average became the average for the major objective. The emphasis according to the ratings seemed to center around the aesthetics, use of leisure time, respect for people who think, dress, and act differently, health and safety, understanding and practice of the skills of family living. These major objectives ranged in an average rating from 3.8 to 2.9.

The written responses on the "extra" three-by-five cards were limited in number. However, respect was mentioned several times such as respect for authority, parents, teachers, self, etc. An assumption could be made that this is a reflection by the raters that respect is expected to be taught in the schools.

Conclusions

The immediate purpose of the study was to provide a basis for the Albia Community School District to initiate long-range planning of philosophy, goals, and activities, factilities, etc.

The following conclusions resulted from this study:

1. The voters, parents, and civic leaders feel that the fine arts need to be emphasized in the schools, ranging from self-expression through media (art, music, writing, etc.) to developing special talents in music, art, and literature.

2. The same people feel that youth need to be educated to the proper use of leisure time. This includes productive use of leisure time by developing appreciation, interests and positive attitudes toward participation in leisure-time activities--physical, intellectual, and creative.

3. The participants feel that youth needs to be made aware of a

shrinking world. Youth needs to be taught group relationships, understanding of other people and cultures; and awareness of social, political, and economic patterns of the rest of the world.

4. Physical fitness was considered important by the raters. The objective's emphasis was in developing effective fitness programs, understanding of good health and well-being, health habits and information, and concern for public health and safety.

Recommendations

The recommendations are projections for the future planning of the district. The findings are not all-inclusive, and planning should not be limited just to this study. The intent of the study was to provide a beginning and a method for planning. The following recommendations are made with this in mind.

1. The administrative team should meet together and discuss the possible implications of the results of the study on the present philosophy of the schools.

2. The results of the study and the recommendations of the study should be presented to the Board of Education of the Albia Community Schools and adopted as part of the board minutes.

3. A report of the results and recommendations should be made to the faculty, students, parent-teacher organizations, and civic organizations by the superintendent or his designated member(s) of the administrative team.

4. The superintendent should appoint an executive committee for the purpose of developing guidelines for a long-term plan of action for the school district. The committee members shall include member(s) of the

Board of Education, administrative team, faculty, parents, citizens, and students.

5. The executive committee should define the broad guidelines and limitations of all sub-committees. This committee should develop its own long-range goals and short-term objectives and each sub-committee will develop its goals and objectives with the limits of those developed by the executive committee. Each sub-committee is accountable to the executive committee.

6. The executive committee should make periodic reports to the Board of Education. A report every six months shall be a minimum.

7. The executive committee should receive its leadership from the superintendent of schools or his appointee.

8. The Board should adopt in its minutes an approval of a portion of the budget to be designated to be used for the necessary in-service of the appointed committees.

9. It is suggested that the executive committee use the questions included in the study as a starting point for discussion. As the planning becomes more sophisticated, the questions may no longer be adequate.

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APPENDIX A

APPENDIX A

LETTER OF INTRODUCTION

Dear Participant:

Please allow this letter to serve as an introduction to the purpose of this study. The study has been approved by the Board of Education of the Albia Community School District.

The purpose of the study is to find out what the parents, taxpayers, and civic leaders feel are the most important goals for the education of the children of this school district. The results of the study will be used by the school district to determine short and long-term goals for our schools. The participants were selected by random sample.

Your cooperation and response is very important to the success of this study. Please return the packet promptly.

Sincerely,

s/ William L. Lepley
William L. Lepley
Principal
Albia Comm. High School

P.S. A set of instructions are included.

APPENDIX B

APPENDIX B

LIST OF INSTRUCTIONS

THE INSTRUCTIONS ARE AS FOLLOWS:

1. Read the Introductory Letter.

2. Remove the contents of the packet. The packet includes: five (5) white envelopes, sixty (60) goals (printed in orange), one (1) 3x5 card, one (1) yellow return packet.

3. Place the five envelopes on a table in numbered order. The numbers on the envelopes represent:

   1--most important
   2--moderate importance
   3--average importance
   4--marginal importance
   5--unimportant

4. Rate the importance of each of the goals by placing each goal into one of the five envelopes. Begin by placing at least five (5) goals in each envelope. Sort the remaining goals into the five envelopes according to their importance.

5. A blank white 3x5 card is included for additional goals to be added that you feel are important, but were not included in the set of goals given to you.

6. After the goals have been sorted and placed in the envelopes, seal the envelopes. Place the five (5) envelopes in the large yellow envelope and return promptly.

APPENDIX C

APPENDIX C

EDUCATIONAL GOALS
(OBJECTIVES)

1. DEVELOP ABILITY TO COMMUNICATE IDEAS AND FEELINGS EFFECTIVELY.	5. DEVELOP SKILLS IN ORAL AND WRITTEN ENGLISH.
2. DEVELOP A FEELING OF STUDENT PRIDE IN HIS ACHIEVEMENTS AND PROGRESS.	6. DEVELOP SELF-UNDERSTANDING AND SELF-AWARENESS.
3. DEVELOP THE STUDENT'S FEELINGS OF POSITIVE SELF-WORTH, SECURITY, AND SELF-ASSURANCE.	7. DEVELOP MORAL RESPONSIBILITY AND A SOUND ETHICAL AND MORAL BEHAVIOR.
4. DEVELOP THE STUDENT'S CAPACITY TO DISCIPLINE HIMSELF TO WORK, STUDY, AND PLAY CONSTRUCTIVELY.	8. DEVELOP A MORAL AND ETHICAL SENSE OF VALUES, GOALS, AND PROCESSES OF FREE SOCIETY.

9. DEVELOP ABILITY TO USE SCIENTIFIC METHODS.	14. DEVELOP BACKGROUND AND SKILLS IN THE USE OF NUMBERS, NATURAL SCIENCES, MATHEMATICS, AND SOCIAL SCIENCES.
10. DEVELOP SKILLS TO THINK AND PROCEED LOGICALLY.	15. DEVELOP SPECIAL INTERESTS AND ABILITIES.
11. DEVELOP A FUND OF INFORMATION AND CONCEPTS.	16. DEVELOP ATTITUDES FOR PRODUCTIVE CITIZENSHIP IN A DEMOCRACY.
12. DEVELOP AN AWARENESS OF CIVIC RIGHTS AND RESPONSIBILITIES.	17. DEVELOP STANDARDS OF PERSONAL CHARACTER AND IDEAS.
13. DEVELOP REASONING ABILITIES.	18. DEVELOP A POSITIVE ATTITUDE TOWARD LEARNING.

19. DEVELOP APPRECIATION AND RESPECT FOR THE WORTH AND DIGNITY OF INDIVIDUALS.	24. DEVELOP ABILITY TO EXAMINE CONSTRUCTIVELY AND CREATIVELY.
20. DEVELOP A COOPERATIVE ATTITUDE TOWARD LIVING AND WORKING WITH OTHERS.	25. DEVELOP THE ABILITY TO USE INFORMATION AND COUNSELING SERVICES RELATED TO THE SELECTION OF A JOB.
21. DEVELOP INTELLECTUAL CURIOSITY AND EAGERNESS FOR LIFELONG LEARNING.	26. DEVELOP AN UNDERSTANDING OF ECONOMIC PRINCIPLES AND RESPONSIBILITIES.
22. DEVELOP A POSITIVE ATTITUDE TOWARD CONTINUING INDEPENDENT EDUCATION.	27. DEVELOP SKILLS IN MANAGEMENT OF NATURAL AND HUMAN RESOURCES AND MAN'S ENVIRONMENT.
23. DEVELOP RESPECT FOR INDIVIDUAL WORTH AND UNDERSTANDING OF MINORITY OPINIONS AND ACCEPTANCE OF MAJORITY DECISIONS.	28. DEVELOP AN UNDERSTANDING OF GOOD PHYSICAL HEALTH AND WELL-BEING.

29. DEVELOP A KNOWLEDGE OF SPECIFIC INFORMATION ABOUT A PARTICULAR VOCATION.	34. DEVELOP ABILITY TO ADJUST TO A CHANGING WORLD AND ITS PROBLEMS.
30. DEVELOP ABILITY AND UNDERSTANDING IN PERSONAL BUYING, SELLING, AND INVESTMENT.	35. DEVELOP LOYALTY TO AMERICAN DEMOCRATIC IDEALS.
31. ESTABLISH AN EFFECTIVE INDIVIDUAL PHYSICAL FITNESS PROGRAM.	36. DEVELOP KNOWLEDGE AND APPRECIATION OF THE RIGHTS AND PRIVILEGES IN OUR DEMOCRACY.
32. ESTABLISH SOUND PERSONAL HEALTH HABITS AND INFORMATION.	37. DEVELOP AN UNDERSTANDING OF THE OBLIGATIONS AND RESPONSIBILITIES OF CITIZENSHIP.
33. DEVELOP AN ATTITUDE OF RESPECT FOR PERSONAL AND PUBLIC PROPERTY.	38. DEVELOP UNDERSTANDING OF THE PAST, IDENTITY WITH THE PRESENT, AND ABILITY TO MEET THE FUTURE.

39. DEVELOP PATRIOTISM AND LOYALTY TO IDEAS OF DEMOCRACY.	44. DEVELOP APPRECIATION AND INTERESTS WHICH WILL LEAD TO WISE AND ENJOYABLE USE OF LEISURE TIME.
40. DEVELOP AN UNDERSTANDING OF OUR AMERICAN HERITAGE.	45.. DEVELOP ABILITIES AND SKILLS NEEDED FOR IMMEDIATE EMPLOYMENT.
41. DEVELOP A CONCERN FOR PUBLIC HEALTH AND SAFETY.	46. DEVELOP AN APPRECIATION OF GOOD WORKMANSHIP.
42. DEVELOP AN AWARENESS OF OPPORTUNITIES AND REQUIREMENTS RELATED TO A SPECIFIC FIELD OF WORK.	47. DEVELOP A POSITIVE ATTITUDE TOWARD PARTICIPATION, IN A RANGE OF LEISURE TIME ACTIVITIES--PHYSICAL, INTELLECTUAL, AND CREATIVE.
43. DEVELOP ABILITY TO USE LEISURE TIME PRODUCTIVELY.	48. DEVELOP ABILITIES FOR EFFECTIVE EXPRESSION OF IDEAS AND CULTURAL APPRECIATION (FINE ARTS).

49. CULTIVATE APPRECIATION FOR BEAUTY IN VARIOUS FORMS.	54. DEVELOP AWARENESS OF THE INTER-DEPENDENCE OF RACES, CREEDS, NATIONS, AND CULTURES.
50. DEVELOP SPECIAL TALENTS IN MUSIC, ART, LITERATURE, AND FOREIGN LANGUAGES.	55. DEVELOP UNDERSTANDING AND APPRECIATION OF THE PRINCIPLES OF LIVING IN THE FAMILY GROUP.
51. DEVELOP CREATIVE SELF-EXPRESSION THROUGH VARIOUS MEDIA (ART, MUSIC, WRITING, ETC.).	56. DEVELOP AN AWARENESS OF FUTURE FAMILY RESPONSIBILITIES AND ACHIEVEMENT OF SKILLS IN PREPARING TO ACCEPT THEM.
52. DEVELOP ABILITY TO ADJUST TO THE CHANGING DEMANDS OF SOCIETY.	57. DEVELOP AN UNDERSTANDING OF POLITICAL, ECONOMIC, AND SOCIAL PATTERNS OF THE REST OF THE WORLD.
53. DEVELOP AN APPRECIATION FOR AND AN UNDERSTANDING OF OTHER PEOPLE AND OTHER CULTURES.	58. DEVELOP AN AWARENESS OF THE PROCESSES OF GROUP RELATIONSHIPS.

59. DEVELOP ATTITUDES LEADING TO ACCEPTANCE OF RESPONSIBILITIES AS FAMILY MEMBERS.	60. PROMOTE SELF-UNDERSTANDING AND SELF-DIRECTION IN RELATION TO STUDENTS' OCCUPATIONAL INTERESTS.